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ABSTRACT

Focusing on programs that successfully expanded primary education in rural areas and among young girls, this report describes a mobilizing project that assisted six local programs in documenting and disseminating their methods. The report discusses the six successful projects: (1) the PROPEL project in Pune, India; (2) the 900 Schools Project in Chile; (3) the Joint Initiative Project in Ganzu province, China; (4) a program to reform Qurenic schools in Sudan; (5) a program to mobilize community resources for village schools in Senegal; and (6) programs to educate street children worldwide. The report then discusses how the mobilizing project assisted the individual programs to document their success and to disseminate information through workshops. The report also discusses some elements common to all programs: new teaching methods, adapting to local culture, and a community commitment to education. The report concludes that the mobilizing project has ignited the spirit of cooperation among communities and has provided initial models for success. Contains 19 references. (RS)

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UNESCO's mobilizing project to combat illiteracy

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THE MOBILIZING PROJECT: PROVIDING INSPIRATION AND A FRAMEWORK FOR CHANGE

'Given the opportunity and a method, a community will respond to caring for its needs and has within itself the resources to meet these needs.' This statement summarizes the founding principles of the Bahay Tuluyan (Drop-in Centre) for street children in Manila. Expanding it to 'Given the inspiration, opportunity and a method' makes it reflect the philosophy behind UNESCO's mobilizing project to combat illiteracy. It is a philosophy which acknowledges that communities, be they rural villages or national governments, can find solutions to their problems, but often lack the initial spark and framework for realizing their potential.

The mobilizing project applied this philosophy to the problem of illiteracy facing many communities. Recognizing that illiteracy often stems from a lack of participation in primary education, especially among girls and children in rural areas, the mobilizing project aimed at stimulating governments and international organizations to take action toward increasing primary education participation by providing models of success.

Under the project framework, UNESCO selected six demonstration projects which were successful in expanding primary education, particularly in rural areas and among girls. The projects, representing diverse geographical areas (Latin America, Asia and Africa), achieved their successes through a variety of educational approaches. Some addressed the problem by improving the formal education system. Others looked at complementing the formal education system with non-formal education alternatives. All the projects succeeded in expanding primary school participation to out-of-school populations; they shared the potential to inspire and to become role models for other communities.

To realize this potential, the mobilizing project assisted the six projects in documenting and disseminating their methods of success. As a result, seven workshops on educational innovation, involving over 200 participants from twenty-three countries, were held. Documents covering a variety of issues such as innovation design and strategies for street children educators were published; videos which bring to life the successes in Chile, India, China and Sudan were produced.

These activities provided educators and policy-makers not only with new strategies for combating problems facing primary education but also with a new vision-change is possible-giving them the inspiration, opportunity and methods needed to respond from within themselves to the needs of their communities.

SIX APPROACHES TO THE UNIVERSALIZATION OF BASIC EDUCATION

As well as providing concrete models for expanding participation in basic education, the six demonstration projects selected by UNESCO also illustrate the variety of approaches needed to achieve universal education. There is no one 'correct' model for structuring education to meet the needs of diverse populations. Policy-makers must adapt innovations to the context in which they will operate rather than forcing the context to adapt to the innovations. Rather than trying to force rural children who must work on farms into formal education systems, the PROPEL project accepted the constraints of the environment and developed educational alternatives around these conditions.

The following pages provide descriptions of how the policy-makers of the six mobilizing projects were successful in developing structures to meet the needs of their populations. In Chile and China policy-makers decided to make improvements within the formal education system, while non-formal education alternatives were the answer to successful innovation in India and Sudan, and for educators working with street children.

SIX DEMONSTRATION PROJECTS

PROPEL : Pune, India	Developed by the Indian Institute of Education, PROPEL (Promoting Primary and Elementary Education) strives to increase the demand for primary education in rural areas by establishing community ownership of education. PROPEL uses non-formal learning centres to provide access to out-of-school rural children, especially girls.
900 Schools Project Chile	The Chilean Ministry of Education uses positive discrimination to improve the learning conditions of Chile's lowest performing schools. Project dimensions include repairing infrastructures, teacher training, providing materials, and after-school workshops.
Joint Innovative Project Ganzu province, China	JIP aims at increasing primary school participation through increasing access to pre-school education, teacher training and increasing community participation in schools.
Quranic schools Sudan	Examines models for reforming Quranic schools in order to bring them into the structure of providing basic education for all. Strategies include bringing modern subjects into the curriculum and training teachers in new methodologies.
Village schools Senegal	Looks at mobilizing community resources in the universalization of primary education.
Street children worldwide	Aims to document problems of street children, increase public awareness of the problems and document successful methods for educating street children.

Improving formal education in Chile and China

Chile's 900 schools programme: Improvement through positive discrimination

Chile's 900 Schools programme, launched in March 1990, aims at improving education in the country's lowest performing state primary schools through using 'positive discrimination' to inject these schools with new means of reaching students. The programme seeks to involve all levels of the educational structure-government, administrators, and teachers-and to extend into the community so that all people take responsibility for the educational process. The underlying philosophy for the pedagogical innovations within the programme is to respect the child's environment and use it as a springboard for learning. The programme implements change along five dimensions.

Improving infrastructures

The most immediately recognizable problem besetting the schools selected for the programme was the dilapidated condition of school buildings due to broken windows, inadequate sanitation systems, poor lighting, etc. The physical structure of the schools did not create a positive environment for learning. This problem was addressed by investing $4 million in repairing 800 schools. Repairs included painting classrooms, fixing windows, installing washrooms and bringing in new furniture. In addition P-900's logo and positive slogans such as 'In this school, everyone learns' were painted on school buildings in order to create a sense of pride and belonging. Making these improvements created a more positive learning atmosphere for students and helped change community attitudes as well. As poor families accustomed to receiving very little saw the resources being put into the schools, they became more interested in trying to contribute towards rebuilding the schools as well. A sense of dignity and pride was instilled within the communities for their schools.

In-service training

Teacher workshops, held once a week at the schools, provide teachers with new insights into how to work with their impoverished pupil populations. Teachers are introduced to more interactive and child-focused teaching methods for instruction in reading, writing and mathematics. The workshops allow teachers to exchange ideas and increase their pool of strategies for reaching out to their pupils. In addition the workshops sensitize teachers to the social and cultural backgrounds of pupils which affect the learning process.

In all areas of instruction, teachers are encouraged to begin from the child's experience. In writing, listening and thinking, teachers draw from the daily experiences of the children, listen to the children's stories of daily life and then incorporate these experiences into lessons. The workshops encourage teachers to take the children out on 'reading walks' in order to observe written language in the environment such as street signs, posters and advertisements at the market, thus allowing pupils to relate learning

to their life outside the classroom and encouraging them to become more active participants in the learning process.

The workshops also help to increase the teachers' confidence in their ability to reach children. Teachers are no longer left alone in the classroom, but have new tools and restored energy to help their pupils. As teachers exchange ideas on effective strategies, they realize the valuable contribution they can bring to the learning process; they move from being passive technicians to active professionals.

Special support materials

In order to support teachers in the new methods they are learning in workshops, schools are provided with special didactic materials for mathematics, reading and writing such as flannel boards and flash cards. Classroom libraries containing about forty books each were set up in first and second grades. These libraries stimulate the pupils' interest in reading by providing easy access to books. In addition the libraries help to link school with the home environment as pupils are able to borrow books to take home. Schools are also provided with tape recorders so that pupils can record oral stories which are an integral part of their culture, once again reinforcing the link between their own environment and that of the school.

Textbooks

Another weakness of the selected schools was the limited number of textbooks in comparison with other schools. The Ministry of Education distributed extra textbooks to these schools – 125,000 in 1990 and an additional 185,000 in 1991. The textbooks were those used in other schools.

Community involvement

The most innovative part of the programme is the afternoon workshops for children with learning difficulties which are run by members of the community under 30. The workshops are held twice a week for two hours with the goal of raising the children's self-esteem, creativity and sense of responsibility towards learning. One monitor from the province of Talagante sums up the objectives of the workshops by saying 'We work with children who have learning and behaviour problems, and low self-esteem. They feel worthless, marginalized and classified as weak. We treat them as people and show them they are valuable to us, their family and the community. For us, the challenge is to change their attitude, to make them value themselves and see they are capable of doing things.'

The workshops help the children enrolled, but they also help to establish stronger ties with the community as the monitors who run them are members of the community selected by the schools. Selection criteria vary from region to region, but in general a secondary school diploma is required. In addition to organizing the activities for the children, monitors are expected to keep in touch with the school director and classroom teachers, and establish a relationship with the families in order to keep them informed

of the children's progress. In 1992 some 2,500 young community members were trained to run the workshops. This training helps to increase the outlook of the monitors as well. One monitor says 'Before working for the P-900 I didn't have a future. Now, as a monitor I can become a teacher's assistant. That's what I want to do.'

Keeping the programme flexible

Although the P-900 programme was developed at the national level by the Ministry of Education, university researchers and non-governmental organizations, there has been a conscious effort to prevent the programme implementation from developing into an overwhelming bureaucracy. At the central level there is a small team (five full-time and eight part-time) of administrators and advisors responsible for managing the programme. The team's main responsibility is to advise local co-ordinators and to provide technical assistance for establishing workshops and training. While the basic framework of the programme is to be followed, local co-ordinators are encouraged to adapt the framework to each school's needs. By allowing for adaptation, schools feel a greater sense of responsibility for the programme because it gives them the opportunity to implement their own ideas. This balancing of centralization and decentralization is what allows the program continual development as schools adapt the main ideas to their particular circumstances. Also, by decentralizing responsibility, the P-900 programme achieves its goal of illustrating the fact that education is the responsibility of all – effort from the central government, from non-governmental organizations and from local communities is needed to make school an effective place of learning for all children.

China's Joint Innovative Project (Ganzu Province)

JIP comes to Ganzu province

In 1986 the Chinese government announced a national mandate – by the end of the century, all Chinese children would have nine years of compulsory schooling. Each province was left to decide how best to meet this objective based on the needs of its population.

In 1986, Ganzu province in Northwest China, with a terrain varying from humid farmland to desert to high plateau, consisted mainly of a rural population – about 80 per cent. In recent years, the province had fallen behind in socio-economic standing and often experienced food shortages. Its enrolment rate in primary education was 10 per cent below the national average and 1984 statistics indicated that only four in ten children finished primary school. Facing the government's mandate on education, Ganzu Province turned to the Joint Innovative Project (JIP).

Developed by UNESCO's Principal Regional Office for Asia and the Pacific (PROAP) and the University of Western Australia, JIP aims at increasing the achievement level of

children in primary education in Asia. Ganzu province was accepted into the programme in April 1986 following a visit by provincial officials to Thailand and Pakistan to observe JIP in action.

The JIP framework

JIP was founded on the assumptions that there are four leading factors – lack of preparation for schooling, irrelevant teaching materials, poor quality of teachers and low community involvement – in the underachievement of children in Asia. To combat these problems, JIP developed along four dimensions: increase in access to pre-school education, improve teaching materials and methodology, improve training for teachers and increase community involvement.

Pre-school training

The isolation experienced by children in rural areas often makes them ill-prepared to enter primary schools because they lack the social skills necessary to succeed. In addition, they often have limited exposure to literacy or numeracy and begin primary school without a background in these concepts, compounded with high expectations of being able to learn rapidly. This often leads to frustration and eventually a rejection of the school environment. However, when children have already been exposed to concepts and given an opportunity to develop social skills, they enter primary school with realistic expectations and with the capacity to learn.

Recognizing the importance of pre-school, Ganzu province officials invested in improving access to pre-schools by opening up more pre-schools throughout the province. Access increased from 57.6 per cent in 1986 to 85 per cent in 1988. To complement the new schools, parents were trained in the concepts of pre-school education to encourage exploration in literacy and numeracy in the home. This provided children further preparation to entering school and increased parental involvement in education and helped them to better understand how children learn.

Moving beyond 'Chalk & Board'

One criticism of the educational methodology used by Ganzu province teachers was its focus on lecturing from the chalkboard in a teacher-centred style rather than using active learning methods to engage the students. JIP introduced teachers to innovative methods which encouraged active participation and encouraged them to study the curriculum and synthesize their own experience into the curriculum topics, drawing from daily life when addressing curriculum topics. Out-of-class activities were another way of making the learning experience come alive.

In order to increase their pool of resources, teachers visited other schools to exchange ideas; they taught one another how to make visual aids with low-cost materials. With the help of JIP staff, they began publishing a weekly instructional innovations newsletter to keep ideas flowing. This kept teachers well-informed and maintained their motivational level.

Improving skills

Although the innovative ideas helped teachers to improve their methodology, it remained necessary to improve the overall level of teachers. Of 120,000 teachers in the schools, only 70 per cent had four years of secondary training. The Satellite Education Centre was established so that teachers could complete the necessary training. Some 5,000 have done so.

Mobilizing community efforts

The goal of Ganzu province was for schools to become a focal point of community gathering. Rather than schools being viewed as restricted areas, officials began welcoming parents and the community into them. Family visits were arranged, school boards were established, parent-teacher cards were created to help keep parents informed of their child's progress and parent schools were set up to encourage further development.

All these activities led to increased understanding of how children learn and a greater interest in supporting schools. Among the 100 project schools a total of 500,000 yuan has been donated from community organizations and individuals toward improving facilities, teacher training and other project activities.

JIP expands

JIP began in 1986 with 100 schools in Ganzu province. As a result of its success in better preparing students for primary education, improving teaching techniques, and increasing community interest in education, JIP has expanded to 1,000 schools in five provinces. Although the four dimensions of the project framework remain, each province has tailored the individual activities to meet the particular needs of their schools.

Non-formal education alternatives in India, Sudan and Senegal, and for street children

Promoting Primary and Elementary Education - India's PROPEL project

Community ownership of education

PROPEL, begun in 1979 by the Indian Institute of Education, aims at the universalization of primary and basic education through mobilizing communities around the need for education. The initiating philosophy for PROPEL comes from educationalist J. P. Naik who holds that the key to educational success is in community ownership of education. Communities must value education and be active participants in the educational process in order for there to be a demand for education.

Non-formal education: a practical alternative

In addition to recognizing the need for community ownership, PROPEL also recognizes the constraints facing children in rural areas to attending formal schools. Due to their inability to attend school during the day because of work required at home and in the fields, many children – especially girls – are missing out on education. It is necessary to provide practical, non-formal education alternatives to formal schooling which fit the context of the children's lives.

A combined framework

By combining the concepts of community ownership of education and non-formal education, PROPEL has already helped 137 villages increase educational participation through Village Education Committees (VECs) which establish and maintain non-formal education centres known as Aapla Varg (Our Class). These centres welcome students two hours each evening after the workday has finished and use educational methods which focus on the daily experiences of the students. In addition to the centres, PROPEL has aided VECs in creating Child Recreation Centres (CRC) aimed at reaching pre-school age children in order to initiate them to the learning process and Women's Development Groups (WDG) which focus on child development, health, nutrition and socialization. Thus entire communities have become involved in the educational process – reaching toward the ultimate goal of universal education.

Village Education Committees (VECs)

VECs, made up of individuals from the community, representatives of the Panchayat (elected village council), teachers and parents, are responsible for assessing and then providing for the educational needs of the village. Once assessment is made, VECs select and provide on-going training for teachers at the non-formal education centres, provide space for the centres, and mobilize parents of non-school-going children. VEC is the reflection of PROPEL's philosophy of community ownership.

Involving the community in the educational process results in citizens beginning to appreciate the value of education and changing their attitudes toward education. This is illustrated in two contrasting comments by parents. A mother once said to her daughter 'Who will help me if you spend all day counting, counting, counting, in that school of yours! Then you come back and get stuck with homework! Didn't I tell you school is for boys! Girls should be home – with their mothers, the little babies and the animals!'

But after experiencing the effects of PROPEL mothers now comment:

'We must make our children literate. After all, they can't depend on farming any more. Rains are erratic here. So they need an alternate income – a regular job', 'Girls should also be taught to become independent. It's time for them to stand on their own feet. We must educate our daughters as well as our sons.'

This change in attitude results from parents feeling part of the process rather than

simply onlookers. They become responsible for their children's destiny and are given the ability to educate their children while at the same time maintaining the farm which supports the family. It allows them to look beyond the present into the future and see a change for their children.

Aapla Varg - a place of their own

The magic of the Aapla Varg is the ownership pupils feel toward them. Just as it is important for the community to feel active in establishing education centres it is equally important for students to feel involved in their education. The name itself – Our Class – gives pupils a sense of ownership.

Teachers enhance this sense of belonging by developing lessons around the daily experiences of the pupils. Teachers aim to take abstract theories and translate them into concrete examples. Mathematics becomes a lesson in buying produce at the market or determining how much firewood is needed. Literacy is related to reading street signs and bus maps.

Another critical aspect of the centres' tasks is increasing students' self-esteem and producing a joy of learning. The centres provide the time and space for children to relax and enjoy themselves, and to experience the joys of childhood which are often lost in their daily lives of work. It is for these reasons that the pupils return each night to the centres. Rather than feeling frustration at not being able to participate due to the constraints of their daily lives, pupils are turned on to education by the enjoyment experienced at the centres.

Expanding to the entire community: Child Recreation Centres and Women's Development Groups

As parents began to appreciate the value of educating their school-aged children, they also began to see the importance of providing toys and playtime for their younger children. This is what lead to the creation of CRCs. These are pre-schools which run for two hours every morning and allow 3- to 6-year-olds to enter into the educational process and prepare them for entry into either formal or non-formal primary schools. Teachers report that as a result of time spent in these centres, children enter school with improved social behaviour and physical co-ordination.

Another extension of PROPEL's integration into the community life is WDGs. While the focus of these groups is on discussing child development, the sessions also introduce women to issues such as literacy, technology, energy and sanitation. As a result women gain confidence and an appreciation for education which was once inaccessible to them. One women shares her experience:

'I told the women of my village to come to the Women's Groups meetings. They can learn so many things here, like writing their names, reading the names of bus stops and stations. I told them that they would feel much happier if they don't have to ask somebody to help them. They realize the importance of education; and so now they come regularly to our meetings.'

The importance of teachers

PROPEL also recognizes the importance of teachers within non-formal education. Teachers are given preparatory training before classes begin, which is followed by regular in-service training sessions. These take place in the field and allow teachers to exchange ideas on non-formal teaching methods. At least eight to ten training sessions are held each year.

A change to formal education

These training sessions have not only helped teachers at the non-formal education centres but are also being requested by teachers in formal schools as they too recognize the benefits of making concepts relevant to the students in their classrooms. Thus PROPEL is able to change the existing structure through operating from outside.

Mobilizing demand for education

PROPEL has been successful because it had the vision to recognize the importance of demand for education. All efforts to supply access to education are futile if the community does not have a demand for such access. By working from a demand rather than supply approach in planning, PROPEL mobilized demand which in turn brought the responsibility for education to individual communities. Once communities began to value education, they were able – with the guidance and aid from specialized organizations such as the Indian Institute of Education – to create their own supply of educational access within the framework of Aapla Varg, CRCs and WDGs, thus moving closer to PROPEL's aim of universalizing primary and elementary education.

ADAPTING QURANIC SCHOOLS TO A MODERN SOCIETY IN SUDAN

The development of two systems

From the arrival of Islam in the seventh century until the arrival of colonialism in the late nineteenth century, Quranic schools were the sole educational institutions in Sudan. Their educational role was to provide people with essential knowledge and training for life within Islamic society. The main methodology employed was (and remains) the learning of the Quran, the primary source of the Islamic religion.

The arrival of British colonialists in the late nineteenth century brought a new form of education which focused on secular subjects such as mathematics and science but did not exclude the teaching of the Quran as a subject. The aim of these schools was to educate people in technical skills which would allow them to succeed in a modern state. Rather than attempting to mix the two systems, the government allowed the two systems to operate independently of one other.

Thus two parallel education systems developed – one focusing solely on religious studies, in particular the learning of the Quran, and the other focusing mainly on a western model of schooling. As the two systems ran in parallel, most parents were free to choose between them; some however, particularly in rural areas, had no choice – only Quranic schools were available in these areas, mainly because the colonial government was not interested in universalizing education and local communities preferred the Quranic schools, which they trusted.

Attempts at combining systems

Throughout the twentieth century attempts have been made to establish structures which would allow pupils to move from one system to another, thus allowing them to follow both religious and 'modern education'. While pupils in 'modern' systems had the option to study in the Quranic school on a part-time basis, Quranic school pupils could only join the 'modern' system if they succeeded in passing a test to prove that they had reached Grade 4 primary achievement levels, in which case they could continue their education through the 'modern system' as full-time pupils. A special scheme for this purpose is operated by the Ministry of Education. However, its impact is limited as it is still under experimentation. Moreover, the majority of the Quranic school pupils do not like to take the test and many of those who do take and pass it have difficulties at Grade 5.

1990 – Universalization of basic education

Following the 1990 World Conference on Education For All (Jomtien), the Sudanese government reaffirmed its commitment to a policy to provide primary education for all its children. However, at that time 15 per cent of the primary-school-age children were enrolled in Quranic schools and 30 per cent of the children in rural areas. As these children were not receiving basic education as described in the documents of the Jomtien Conference, there was a need to reach these children. Since attempts to cross over between primary and Quranic schools had not provided concrete answers, it was decided to reform Quranic schools.

Characteristics of Quranic schools

In addition to the emphasis on the teaching of the Quran, Quranic schools have a number of other characteristics which distinguish them from primary schools. They are community supported and directed, with very simple buildings and teaching materials. Classes are of mixed age groups with one teacher trained primarily in the teaching of the Quran. Curriculum focuses on learning of the Quran utilizing individual instruction and peer teaching. Memorization of the Quran is the objective of each pupil and once successful, pupils may go on to study other Islamic sciences. At the workshop on Quranic schools held in Khartoum from 20-24 January 1993, a number of other characteristics were also pointed out.

- The Quran is taught not as an ordinary text, but as a source of knowledge, faith, piety and civilized behaviour.
- Teaching is individualized and the teacher is assisted by senior students who take care of supervising the newcomers and teaching them the alphabet.
- The Quranic school has the capacity to overcome the barriers of age and time. It caters for pre-school, primary and adult education with no restriction on age, either at entry or exit.
- The students are trained to be self-reliant through working on the school farm in the rural areas, collecting water and wood, preparing their own food, washing their own clothes and, in some places, manufacturing ink and pens from local materials.
- A reformed Quranic school can be a model for reconciling tradition with modernity. Some schools are providing technical and vocational training.
- The schoolday starts at dawn and ends late in the evening for the older children; tuition and board are free, but parents can make a voluntary contribution if they so wish.

How some Quranic schools have incorporated new ideas

The main criticisms of Quranic schools which must be overcome for them to be considered as an acceptable institution of basic education are the limited curriculum, use of memorization over active learning, the lack of adequate extracurricular activities such as sports, arts or drama which encourage social development and creativity, and inadequately-trained teachers. During the course of the project, it became clear that Quranic schools in Indonesia, Pakistan, Sudan and other countries had started to modernize their Quranic schools: the curriculum had been expanded to include modern subjects; learning materials and techniques were improved to motivate students; staff were retrained and new teachers with knowledge in modern subjects were brought in to work alongside Quran master teachers.

In doing this, the Quranic schools did not lose their community spirit, simplicity of style, mixed age groups or use of individualized and peer teaching. Rather, the reform maintained the model which works well at reaching populations otherwise missed by the primary schools such as rural populations and adults, as it enhanced the existing structure so that all in Sudan can benefit from the combination of religious education and the ideas of the modern world.

As a follow-up to the Khartoum workshop, the Sudanese Government took other concrete measures to further accelerate the process of modernizing and developing the

Quranic school. The first measure was the launching of a national project for the in-service training of Quranic school teachers involving thousands of teachers to be trained primarily in pedagogical practices and school management. It will initially run for ten years. The second measure was the setting up of a high-level committee to examine ways and means of developing the curriculum of the Quranic school with the view to making it more responsive to the material as well as the spiritual needs of the learners in a rapidly changing world.

Bridging the gap

As stated by Professor Awn Al-Sharif Qasim in his 1991 report on Quranic schools within the general education system of Sudan, 'The aim [of improving Quranic schools] is to narrow the gap between the two systems of education so that, in the end, they form a single integrated system, capable of meeting the intellectual, spiritual and social needs of the nation while at the same time satisfying people's aspirations to life in a modern world based on science and technology.'

Senegal mobilizes community resources

Bringing villages together in the Fleuve region

The Fleuve region has been suffering from a draught which has caused extensive migration out of the villages toward large cities and foreign countries. In order to help stem this migration the Federation des associations villageoises de Fouta (FA-FOUTA) was formed in 1985. The Federation, which currently includes delegates from thirty-three villages, began with two delegates from twenty-seven villages with the intent of co-ordinating educational resources in the region in order to increase participation in education and thereby help to improve daily life in the villages and stem migration. The Federation, supported by the Union generale des travailleurs senegalais en France (UGTSF), helps villages to establish literacy and vocational training programmes which eventually lead to income-generating activities.

Mobilizing community volunteers

The key to the Federation's success with increasing literacy in the region has been its success in recruiting local volunteers for the literacy programmes. The volunteers mobilized include former drop-outs and new-literates – they continue their education through helping others to learn. Lasting usually for one year, the initial literacy programme utilizes the students' mother tongues which aids in the rapid acquisition of practical literacy skills. The programme also uses theatre activities such as song, dance and skits to help learners express themselves. Once basic literacy skills are learned, learners move to the second step of the programme, the acquisition of vocational skills.

Vocational training to improve the quality of life

Following literacy training, students are given instruction in practical skills such as sewing, dyeing and health. These are skills which will enable the community members to improve their daily life and eventually lead to training in income generating activities. The health courses are particularly helpful to the village women, informing them of how to better care for their children.

Creating a synergy between education and socio-economic activities

By creating a programme structure along the three dimensions of literacy, vocational training and income-generating training, the project illustrates to community members the link between education and success with socio-economic activities. As community members, especially women, become more informed, their attitudes toward education change as well. Education is not seen as an abstract concept but becomes a practical means of survival. Villagers realize that if they can learn skills related to farming and water production they will be able to better meet their own needs. They want to learn to fix water pumps themselves rather than being dependent on labour which may take weeks to arrive and which is expensive. This inspires the community members to seek education and become motivated to learn. They realize that through education they can improve village life rather than having to escape to work in the cities.

Increased motivation and improved attitudes

The success of the Federation's efforts can be seen in the increased motivation to learn and the general improvement in attitudes toward education. The migration rate has declined and educational participation increased. By mobilizing their own resources and working together on common problems, local villages can create the needed synergy between education and socio-economic vitality.

STREET CHILDREN: TWO CASE STUDIES

Acknowledging that a problem exists

Before a problem can be solved, it must be acknowledged. For decades the problem of street children has been ignored, hidden, left off of social policy agenda and left out of national statistics. Programmes which tried to assist street children received little or no funding because of this lack of recognition, and street children lived in fear of police and social agencies who treated them as a menace to be punished rather than as children in need of love and assistance.

However, in 1990 following the Jomtien Conference, the problem of street children received international recognition as UNESCO assigned a programme specialist to study the problem. The first step towards a solution – recognition – was taken. The specialist's

work has concentrated on identifying the problems facing street children globally, identifying the most engaged and efficient programmes currently working with street children, providing outlets for an exchange of ideas on approaches towards solving the problem and then developing a strategy for supporting the efforts of programmes working with street children.

The main assistance an organization like UNESCO can give is linking projects together, thereby helping them learn from one another, working with governments to recognize problems with their countries so funding will be provided and promoting public awareness of the problem so that independent donors and communities will become active in the solutions.

Over the past three years UNESCO has worked toward this effort. Workshops have been held in Manila and Rio de Janeiro, and a book about street children in Africa, *Fleurs de poussiere*, has been published. Twenty-three case studies from Asia, Latin America and Africa have been prepared for publication, presenting an overview of the current situation of these areas where the majority of street children live. The following are two examples of the work being done. The first, Lima, Peru, demonstrates the transition period which must occur between street life and integration back into formal schooling, the work force and family life; and the second, Manila, the Philippines, illustrates the Child-to-Child teaching method which has been a successful non-formal education tool used in reaching street children.

THE LIMA PROJECT

In 1988 Dwight Ordonez took the first step towards helping the street children of Lima he began to study the problem. His research which evaluated the situation and possible solutions, was sponsored by the Centro de Informacion y Educacion para la Prevencion del Abuso de Drogas (CEDRO) a non-governmental agency created in 1986 for drug prevention. By March 1989 an intervention programme had been designed and CEDRO began negotiating for funding and locations to establish 'open homes' for the street children of Lima. In early 1989 a team of eight educators was formed to begin the first contact with the children later in the year. In May 1990 the first two homes were opened. By November 1992, five homes had been opened covering the four zones of Lima with a concentration of street children. The programme staff currently consists of the co-ordinator (Ordonez), twelve administrative staff, twenty-five educators (five per house) and a social worker in each house.

Open homes

The goal of each home is to provide a transition period for the children from street life back into mainstream society. The set objective is to have each child spend no more than ten months within the home before being moved on into school or the work force and back into family life. During this time the child's physical needs of food, shelter, clothing and medical assistance are met, and through the activities in the home the child is gradually resocialized towards a more stable lifestyle.

Redefining culture

The first major obstacle confronting the homes is to reorient the children away from the bad habits which define street life. On the street children are pressured into taking drugs because that is the norm. The homes attempt to redefine norms and enforce them using the same peer pressure which is used on the street. The new norm becomes 'no drugs'. Children are made aware of the house rules upon entering the home. Those who fail to comply face sanctions and possible expulsion to be decided jointly by the children and adults of the home.

Because of the difficulties in convincing children to conform to the new norms of the homes, there is a continual mix of 'stable' and 'instable' children in the homes. This can have positive and negative effects as one group influences the other. However, it is important that the project staff adapt to this dynamic, for this is what prevents the homes from becoming 'closed' environments where children who have more difficulties in becoming 'stable' are not allowed the time to develop at their own pace.

Socializing activities

As for all children, an important part of social development is participation in sporting and recreational activities which stimulate interest and challenge children to use their abilities. The children can play sports such as football, basketball and volleyball. Teams are organized at each home and games are arranged between them. Each home also provides television and video equipment, art studios for painting and music workshops for learning how to play an instrument. All of these activities allow the children to relax and express themselves, developing self-discipline as they attempt to master skills and build self-confidence.

Another important activity is the requirement of participating in manual crafts for two hours per day. Children make bracelets, stuffed animals and braided fabric which are then sold at fairs. Again these activities give children a sense of pride in themselves for completing a task and give them a sense of accomplishment.

With the development of these social skills, children become ready to move out into society.

Working with schools

After about three months in the home, children are able to develop behaviour patterns and habits which are suitable to the school environment, but this does not mean the schools are ready for the children. Project staff face the bureaucracy of registering pupils and students without birth certificates, identification, or proof of previous schooling into local schools. Once this is accomplished, pupils and students are not always warmly welcomed by school administrators, teachers and other pupils and students who are not accustomed to the special needs of the new children. To help ease the transition, project workers have written brochures for school staff to explain the special needs in order to better prepare them and to encourage a warmer reception.

Entering the work force

All children 14 years or older are required to participate in job-skills workshops such as auto mechanics, sewing, ceramics, baking, textile fabrication, etc. These workshops offer children the chance to acquire marketable skills. In addition, the project staff try to place the children in part-time jobs in local stores or companies. Again, staff face the same obstacle of ignorance when approaching potential employers as in the schools. So brochures are distributed in an attempt to educate employers in overcoming their hesitant attitudes toward the children. Public ignorance is one of the biggest obstacles facing these children as they try to regain their lives. Their efforts are futile if society will not welcome them back.

Returning to families

One of the toughest jobs for the social workers at the homes is reuniting children with their families. Most children have not lost total contact with their families, but most left because family conditions were not good. Working on weekends and entering 'shaky' neighbourhoods, social workers attempt to negotiate conditions within homes so that children can return successfully. Often children are not placed with the nuclear family, but return to extended family members. However, even if the family setting fails, children can immediately return to the open homes rather than being forced back into the street.

Results

After two years in operation, the five homes in Lima have welcomed, for some period of time, 90 per cent of the street children in the four defined zones. Some 25 per cent of the children have been reunited with their families and 30 per cent visit their families on weekends; 30 per cent are back in school. Due to the success of the programme, CEDRO is trying to extend its efforts to other Peruvian cities and will begin a pilot programme to improve working conditions for child labour.

'Child-to-Child' instruction in Manila

The Manila drop-in centre contrasts to the Lima project in that the majority of the children on the streets in Manila are not children 'of' the streets - 70 per cent of them return home each night and only 5 per cent have no contact with some type of family structure. Most of these children are on the streets during the day due to economic hardships which force them to leave formal schools in search of income to support their families. Many work as domestic help or sell goods on the street, however, increasing numbers turn to begging, scavenging, prostitution and picking pockets to survive. These children's educational needs must be met if they are to move beyond their current situation.

A community helps itself

A large concentration of the street children are in the Malate area, the centre of Manila's tourist area. The Malate Catholic Church began working in the area with its Basic Christian Community (BCC) from which developed the Bahay Tuluyan (Drop-in Centre) to meet the educational needs of street children. The BCC and Bahay Tuluyan operate on the same principles:

- Every community has within itself the resources to care for itself.
- Given the opportunity and a method, a community will respond to caring for its needs.
- The most effective education is when children learn from their peers.

Based on these principles and after help from the Australian embassy in repairing the church parish building, the Bahay Tuluyan opened in September 1988 with a staff of four young professionals and a young couple with small children who play the role of house mother and father. The staff, assisted by junior educators – who are street children who have been trained by the centre – carry out basic education classes, day care, vocational classes, a theatre arts group, a participatory research team and peer counselling.

Junior educators

Deriving from the premise that children learn best from their peers, the centre began the Junior Educators training programme in which older children who regularly attend the centre programmes are selected to receive instructional training in order to educate the younger children at the centre. The training involves instruction in syllabus making, lesson planning, teaching methodology, communication skills, human relations training and documentation.

In addition the junior educators have the chance to attend special seminars in leadership, value formation, self-discovery and other issues to help in their development. Once the junior educators have completed training, they become junior staff members at the centre and assume responsibility for running classes and documenting the children's progress.

Non-formal education

The centre employs non-formal education techniques rather than the formal school methods which did not fit with the needs of the street children. At the centre children are not required to pay for services or materials, no uniforms are required and the structure is flexible. These are all elements within the formal school system which drive

out street children because of lack of money for supplies and uniforms, and the need to work and attend school simultaneously.

The structure of school is not the only difference. The methodology is also adapted to be more interactive, thus engaging the students in activities. Also, lessons are related to their experiences. As many sell goods on the street, mathematics is taught in terms of this daily function. Art and drama are used extensively to allow children a way to express themselves. Pupils are not graded on performance and have an opportunity for self-evaluation as well as evaluating their instructors, the methods used and their peers. This way children develop at their own pace and there is a low drop-out rate because pupils feel a sense of belonging to the educational process.

Centre activities

In addition to the basic education classes provided, the centre also sponsors a number of other activities designed to improve the future prospects of the street children. It provides day care and pre-school classes for toddlers whose parents work in the area and cannot afford to pay for day care. Pre-school prepares the children to enter formal schooling and works as a preventative measure against more youngsters taking to the street.

The Theatre Arts Group provides children an outlet for expression. It encourages them to develop plays around their life experiences, which in turn allows them to express often difficult experiences of abuse and neglect; it is also an effective medium of communicating these circumstances to the public in order for action to be taken.

Vocational classes in electricity, typing and sewing allow students to gain valuable skills for future employment away from the streets. The electricity course is taught by a junior educator who was sponsored by the centre to complete formal training to become a professional electrician. Now he is sharing his knowledge with others and serving as a positive role model.

The centre is beginning to involve junior educators in peer-counselling training so that they can better help their peers. The centre is also involving children in research on the issues facing street children, realizing that they can bring first hand insights often overlooked by adult researchers. These programmes help the children involved to become active and valuable members in their community while at the same time serving a number of their peers.

Winning twice

Because of its philosophy that a community can help itself if given the right direction, the Bahay Tuluyan is winning twice: it is helping children receive basic education and, by using community members to do this, it is increasing the pride within the community to continue learning.

DEFINING THE SETTING

With the assistance of UNESCO field offices, projects were identified and then documented to crystallize years of work which provide examples to other educators in developing programs. The documents present the geographical, cultural and political factors which characterize the setting in which each project operates. In Chile, the Ministry of Education is recovering from decades of military control. The policy-makers in Ganzu province, China, are faced with meeting a national mandate on education. The government of Sudan is trying to balance between the needs of Islamic culture and the demands of a modern society. The description of these factors helps to define why certain strategies work in one situation, but not in another. This issue was brought into focus at the workshop in Chile on innovation design which recognized the interdependence of educational innovation and larger social policy.

Guiding principles

Beyond describing the setting, project documents also present their project's guiding principles. These principles are what help to form the framework for each project. In India, PROPEL stems from the writings of J. P. Naik who presumes that innovation must view education from the demand side rather than the supply side. So PROPEL developed a framework aimed at increasing demand for education over increasing the supply, that is based on the premise that schools without students serve no purpose. Chile's 900 Schools project developed from the concept of 'positive discrimination'. The Ministry of Education decided to invest more into the lowest performing schools in order to increase achievement levels. In Manila, the Bahay Tuluyan utilizes teaching methods in harmony with its guiding principle that children learn best from their peers.

Implementation

Once the principles are laid down, descriptions of project implementation are given. Concrete information pertaining to hours of class time, teaching methods, training methods, materials used, funding for projects, community activities, and management structures is given. Educators learn that JIP in Ganzu province developed a weekly instructional innovations newsletter to keep teachers up to date on new methods. In India Village Education Committees were formed to monitor education in each village. In Chile, after school workshops two hours two days per week run by community members were established. These are all practical ways of how principles were transformed into action. By reading these ideas educators can analyse each concrete step, reflect on its merits and feasibility to their own situations, and then make necessary adjustments

MOBILIZING PROJECT VIDEOS

CHILE:	*Chile 1991: Los Anos del Cambio* (30 min) produced by UNESCO, 1992
CHINA:	*JIP: Raising Achievement Level of Children in Primary Education* (60 min) produced by the Institute of Educational Research of Ganzu Province in co-operation with UNESCO, 1990
INDIA:	*AAPLA VARG – A place of our own to grow* (30 min) produced by UNESCO, 1993
SENEGAL:	*May the Night be Short* (60 min) produced by UNESCO, 1992
SUDAN:	*To be produced by UNESCO*

before implementing. The key is that the documents are filled with ideas – ideas which stimulate new ideas. In JIP teachers were introduced to new interactive teaching methods which lead them to create new low-cost materials. One idea leads to another and so on. The documents give methods which stimulate new inspiration.

Adding spirit

The videos produced (in Chile, China, India and Sudan) by the mobilizing project bring life to the facts and figures within the documents. They allow viewers to enter the schools and communities of the projects. The engagement gained from active participation can be seen on the children's faces. Viewers watch community members laying bricks of a new school building in China; they hear the voice of a young Chilean student given confidence by after school workshops that she can become a journalist; they sit on the floor of a lantern-lit gazebo with young Indian girls studying mathematics after a long day's work. Viewers traverse the fields with these same girls as they herd goats while also collecting leaves and rocks to be used in the evening lessons.

Although it is difficult for viewers to recall all the words and information provided in the videos, they do remember the spirit brought through the sounds and images.

DISSEMINATION: WORKSHOPS

An exchange of ideas

Once the achievements of each of the projects had been documented, dissemination workshops were the trigger to start the flow of ideas envisioned within the mobilizing project. Each workshop brought together a minimum of twenty participants from at least five countries (or regions in large countries such as China and India).

SUMMARY OF WORKSHOPS

Workshop	Date and location	No. of participants	Participating countries
PROPEL Mobilizing Workshop	15 - 20 March 1993 Pune, India	20	India, Nepal, Sri Lanka
Management of Educational Innovations	9 - 12 November 1992 Santiago, Chile	20	Chile, Brazil, Colombia, Mexico, Trinidad
Latin American Conference on 'Street Children in Conflict with the Law'	8 - 11 November 1993 Rio de Janeiro, Brazil	81	Brazil, Argentina, Chile, Peru, El Salvador
Asian Regional Workshop for Training Street Children Educators	1 - 11 September 1993 Manila, Philippines	21	Cambodia, Indonesia, Philippines, Thailand, Viet Nam
National Dissemination Workshop on Joint Innovative Project on Raising Achievement Level of Children in Primary Education	24 - 28 September 1993 Ganzu, China	30	China (6 provinces), Nepal, Bangladesh, Japan
Regional Seminar of Experts on Quranic Schools and their Role in the Universalization and Renewal of Basic Education	20 - 24 January 1993 Khartoum, Sudan	22	Sudan, Indonesia, Chad, Mali, Mauritania
African Education Actors: Social Reproduction and International Relations	26 - 30 April 1993 Dakar, Senegal	300	Benin, Burundi, Senegal

The participants gathered for an intensive week of discussing philosophies toward the universalization of primary education, presenting models of innovation, exchanging experiences and developing plans for implementing strategies gained during the workshops. Along with the concrete information provided through case presentations and site visits, the workshops were a time for human contact, for igniting spirits. Together, participants inspired one another and received encouragement and renewed energy to continue their work. As UNESCO education specialist in India said, the workshop was valuable as 'an exchange of ideas which can become a springboard for new ideas and new thinking'.

GENERATING NEW THOUGHT: WORKSHOP CONCLUSIONS

PROPEL Workshop: towards a new framework for basic education

Through examining issues such as micro-level management of school systems through use of village councils, non-formal education structures, curriculum analysis of non-formal verses state curriculum and teaching methods used in delivering curriculum, the PROPEL workshop participants defined a new framework for conceptualizing basic education. They concluded that when developing innovations, one should consider self-fulfilment of individuals as the goal of education, the state responsibility for providing access to education, universalization as creating learning opportunities, education as a holistic learning experience, development of relevant content, building community ownership and, most importantly, mobilizing demand for education.

Mobilizing demand for education is the guiding principle of the PROPEL project. This is a principle which acknowledges that opening schools is not enough; society must value schools as well. In planning educational change, educators must examine the reasons why students reject schools. Is it due to irrelevance of curriculum, a lack of awareness of the benefits of education, interference with daily survival, an inability to envision a different future, or lack of active engagement? It is only after the reasons have been recognized that innovations of value to the society they are meant to serve can be implemented.

The most encouraging outcome of the PROPEL workshop was the Indian Secretary of Education's intent to sponsor two or three similar workshops in the future for non-governmental organizations, large-scale externally-funded projects and government offices involved in Education for All. A UNESCO specialist reported that 'Central Government's intention to organize these workshops indicates that the UNESCO/IIE Mobilizing workshop has already had an immediate mobilizing effect.'

Chile: a fresh look at innovation

The purpose of the workshop on Management of Educational Innovations was to develop criteria for the design and implementation of innovation. This objective was achieved by analysing the structure of current innovations, in particular Chile's 900

Schools project. Analysis of the project involved discussing innovation as part of general public policy which, in the Chilean context, was policy aimed at utilizing positive discrimination to reduce poverty and at increasing community participation in schools. This perspective provided workshop participants with 'a fresh look at innovations' by recognizing the interdependence of innovations to larger social policy.

The outcome of the discussions was the development of a framework for looking at innovation in a larger social context:

1) intended actions	must consider	criteria for success (political support, economic, conditions, available resources)
2) design	must consider	conditions of implementation (opportunity linked to political, insititutional, academic time frames)
3) design	must consider	conditions for realization (factors such as feasibility, credibility, trust, communication, competence and compromise)

When designing educational innovations, policy-makers must consider the larger social context in which the education system operates. Decisions made on a general level will have implications in developing educational programmes; the 900 Schools project resulted from the general policy decision on positive discrimination.

Street children workshops: general policy and practical strategies

Two workshops were held in 1993 which addressed the problems of street children and brought together professionals working in different areas to discuss strategies and solutions. One, held in Rio de Janeiro, concentrated on general public policy toward street children and focused particularly on the role of police officers. The other, held in Manila, focused on exchanging ideas on intervention programs aimed at providing basic education for street children. The latter workshop's focal point was the Manila-based Bahay Tuluyan which uses non-formal education techniques centred around Child-to-Child learning.

Rio de Janeiro

Held at the State University of Rio de Janeiro (UERJ), the Latin American Conference on 'Street Children in Conflict with the Law' brought together professionals from law enforcement (police), social services (justice) and education as well as representatives from international organizations – the United Nations Children's Fund (UNICEF),

UNESCO and the Bureau Internationale Catholique pour l'Enfance (BICE). The objective was to discuss ways in which the three types of agencies could co-operate toward the goal of bringing more street children back into mainstream society. One of the major threats facing street children is poor treatment by police officers due to misunderstanding about how to deal with the children.

The conference aimed at discussing ways in which universities could become involved in the training of police officers to better equip them to deal with street children. Democratic strategies and practices for maintaining civil order were also considered.

The results of discussion were a recognition of the need for continued collaboration among Latin American countries and a recommendation to develop police training programmes at the university level.

Manila

The Asian Reginal Workshop for Training Street Children Educators brought together educators involved with programmes aimed at educating street children. Included among the educators were four 'Junior Teachers' ranging in age from 10 to 17 who were trained in Child-to-Child pedagogy.

The objectives of the conference were to share experiences in teaching methods, to identify topics and activities to be included in lessons tailored to the needs of street children, to learn and observe from concepts implemented in the Philippines and to prepare follow-up plans of how to take ideas back to home countries.

In addition to meeting the objectives of the workshop, participants were particularly enlightened by the four junior educators who embodied the success of the Child-to-Child pedagogical method taught during the conference. Participants also felt they had received recognition for their work done in this field and this in turn provided them restored energy to continue their work.

Joint Innovation Project Workshop: further development of JIP

Held in Ganzu Province, China, the JIP workshop brought together educators for the purpose of sharing experiences on JIP and exploring effective means for future development. During the workshop participants agreed that the keys to JIP's success were its focus on pre-school education, on community involvement and on teacher education. Participants noted that all Chinese provinces in which the programme is running have established pre-schools in conjunction with primary schools and have set up teacher in-service training.

Participants discovered that innovations had taken place beyond the JIP framework. One was the use of low-cost materials in developing teaching materials. A result of training received in effective teaching strategies, teachers created the materials on their own initiative. In addition, a programme for encouraging of slow learners has been implemented in one of the JIP schools. This programme attempts to change teachers' attitudes towards accepting children with various learning capacities which is in line with UNESCO's 'inclusive education' approach to special education.

At the end of the workshop, educators wanted to see the programme expanded to more Chinese provinces. They listed areas of improvement for the provinces already involved in the programme. These improvements included the need to develop educational funds, upgrade the quality of education, train principals and community leaders, place greater emphasis on community participation, enhance pre-school education and further improve teaching methods and materials.

Participants left the workshop with new insights into JIP gained through discussion of achievements in various schools.

Quranic Schools Workshop: can Quranic Schools be utilized to deliver basic education?

Held in Sudan, the Regional Seminar of Experts on Quranic Schools and their Role in the Universalization and Renewal of Basic Education brought together experts from countries concerned with the potential role for Quranic schools in the universalization of basic education. As no concrete model has been established, the objectives of the seminar were to study models of existing Quranic schools, examine strengths and weaknesses of the schools, examine the main areas for modernization and agree on a model for the schools which allows for two functions, learning the Quran and Islamic principles, and learning modern subjects.

In his opening speech to the participants, Dr. Abdelwahid Abdallah Yousif of UNESCO stressed the need for governments, in providing basic education for all, to develop

a comprehensive educational framework which incorporates formal and non-formal educational structures. 'This is because the basic educational needs of children, young people and adults are highly varied and must be met by means of equally diverse educational systems.'

The outcome of the seminar was a number of recommendations concerning policy, administration, curriculum and teachers, including the following:

Policy: Governments should incorporate Quranic schools into basic education policy.

Administration: Departments with the Ministries of Education should be established to oversee the Quranic schools and establish parent councils for each school to provide support to the schools.

Curriculum: New curricula must be drawn to incorporate the goals of Quranic and modern subject education.

Teachers: In order to train Quranic teachers in modern subjects, teacher training colleges should introduce special programs for Quranic school teachers and administrators.

A review of the six mobilizing projects underlines how different they are and yet shows how some elements seem to be common to all. Some of these common elements deal with new teaching methods, adapting to culture and involving the community.

NEW TEACHING METHODS

Active participation

Whether instruction is being given in a formal classroom or at a community drop-in centre, all projects stress the importance of training teachers to use active pedagogical methods. Teachers are shown how to move away from chalkboard lecturing towards interactive discussions with their pupils. In-service training programmes teach teachers that learners will achieve more and have a higher interest in learning when they feel engaged in the work. Classrooms should be a place where children can express their thoughts and ideas by speaking with teachers and peers. Teachers need to use visual materials which help children use all their sensory systems to comprehend new topics. Using these techniques, teachers move from being instructors of information to becoming facilitators in the learning process who guide children in becoming lifelong learners.

Focusing on the child's world

Another common element addressed in teaching-training programmes is the need to value the child's environment by relating lessons to it. This engages pupils in the learning process by making education relevant to their experiences. By taking the children outside classrooms to read street signs and calculate purchases at the market, students make the connection between concepts taught in the classroom and their everyday life. By using children's stories as the base for writing assignments, teachers validate those experiences. Children's self-esteem increases as their culture is recognized within the educational process.

By implementing the new teaching strategies, teachers increase the level of interests in their students. Education is no longer something done to pupils in a foreign environment; instead, it is an active process for which pupils are responsible and which is woven within their daily experiences.

ADAPTING TO CULTURE

Non-formal education

Recognizing that formal education cannot meet the needs of all children frees governments to develop education systems which are a combination of formal schools and non-formal alternatives. The non-formal alternatives allow children to attend school in the evening, a few hours per day or between harvest seasons. These alternatives are what allow policy-makers to adapt to the constraints of rural farm life or life on urban streets. Without them, educational structures do not have the flexibility to educate all people.

COMMUNITY COMMITMENT TO EDUCATION

A key element within the projects was the ability to mobilize communities around education. Without community support most innovations will fail – because it is the community that will encourage or discourage educational participation. If parents are committed to education, they will send their children to schools; if businesses are committed to education, they will offer financial support.

As was concluded in the workshop on educational innovations in Chile, schools cannot exist in a vacuum, separate from the larger social context. They must become an integral part of the communities they serve. The administrators in Ganzu province discovered that, by opening school doors to the community, they gained emotional and financial support. By making villages responsible for administering education in rural India, PROPEL changed parents' attitudes toward education – going to school was no longer regarded as less relevant for girls but rather as an important means for improving the future of their daughter's lives.

Regardless of approach – formal or non-formal education – all six projects were successful because they trained teachers in how to make education come alive for their pupils; they respected the culture of the communities they were serving and, rather than imposing change, they taught communities how to help themselves, which in turn inspired communities to become committed to education for all.

KEEPING THE SPIRIT ALIVE

'Congratulations for the results of the Mobilizing Workshop. I am impressed by the similitude of approaches in India and Latin America. It seems that the PROPEL model has common elements with Escuela Nueva in Colombia and that the Sciences project in PABAL can be compared with similar experiences in LAC.

'Let us exchange materials on future evaluations of these types of projects.'

This memo, written 18 October 1993 from Latin America to India, embodies the spirit of the mobilizing project, a spirit of co-operation among educators to share ideas and experiences. Through this exchange educators discover the common elements of successful innovation such as teacher training, adapting to environments, and gaining community support. In addition, they become aware of general theories – seeing education within the larger social context and creating a demand for education before creating a supply.

The mobilizing project has shown educators that they can learn from one another and inspire one another. They have the ability to universalize education from within each community and need only initial frameworks to realize their potential.

Universalization of education will not be achieved through the implementation of one 'right' method; it will be achieved as communities recognize the value of education, work in co-operation with one another to share and develop methods to meet their educational needs, and then strive within the limits of their own resources to educate the members of their communities.

The mobilizing project has ignited the spirit of co-operation among communities and has provided initial models for success. It is now up to educators worldwide keep the spirit alive in their attempts at education for all.

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